Attachments

AB 75 Principal Training Program
Evaluation and Reporting Responsibilities
for Training Providers and Local Educational Agencies*

Evaluation and Reporting Items	Responsibility	
	LEA	Provider
Evaluation Measures		
Incorporation of integrated, rigorous, annual activities that:		
▪ Evaluate the effectiveness of the individual trainers and support providers.	✓	
▪ Evaluate the extent to which principals make progress toward mastering the core competencies in each of the AB 75 content areas.	✓	
▪ Redesign the program provided to LEAs to reflect changes suggested by evaluation results, in consultation with the LEA as appropriate.		✓
Reporting Requirements		
On-line reporting to the California Department of Education of the following data:		
▪ Number of hours of training for each of three modules that each individual participating administrator received pursuant to the Principal Training Program separately identified for the Institute and the Follow-up Practicum portion of those modules. These data shall be entered within 10 days of completion of the Institute and the Follow-up Practicum portions for each of the three training modules.		✓
▪ Confirmation of training hours.	✓	
▪ Ensure that each participating administrator completes the on-line survey concerning quality of the training and program effectiveness. These data shall be entered at the end of training but no later than 5 days from completion of the Institute and the Follow-up Practicum portions for each of the three training modules.	✓	
▪ Names, role (principal or vice-principal), and school site for each participating administrator. These data will be entered in the first year that training commences prior to commencement of training, and in accordance with the grant payment benchmarks.	✓	
▪ Identification of each school (with participating administrators) as low performing (a school in the bottom half of all schools based on the 2001 Academic Performance Index rankings) and/or, as applicable, as a hard-to-staff school (a school in 2001-02 fiscal year in which teachers holding emergency permits or credential waivers make up 20 percent or more of the teaching staff).	✓	
▪ Leadership and technology pre-assessment by each participating administrator and teaching staff of the participating administrator's school, prior to commencement of training.	✓	
▪ Leadership and technology post-assessment by each participating administrator and teaching staff of the participating administrator's school, upon completion of all training.	✓	
▪ Key information regarding the training modules to be offered and the provider's organization, upon State Board Approval as a Training Provider and prior to commencement of training or any contracts with LEAs.		✓
Documentation and Record Retention		
Documents retained for three fiscal years after the year of completion of the training of all participating administrators:		
▪ Preliminary assessment of administrators, including specific or advanced needs, experience levels (related to career and adoption of standards-based instruction) and district context.		✓
▪ Delivery methods for each completed training, including additional partners, such as IHEs, public agencies, or private organizations.		✓
▪ Team of trainers used for each completed training, including name, role, and resume.		✓
▪ Districts and schools served.		✓

Evaluation and Reporting Items	Responsibility	
	LEA	Provider
▪ Changes made to training based on participant evaluations and other feedback.		✓
▪ Technology used in training, including the specific use and time frames.		✓
▪ Specific course materials, including manual, timed agenda, overheads, and citations for all materials used in the training.		✓
▪ The number and percent of participating administrators opted out by the LEA of the regular training program and participating in an advanced training program.	✓	
▪ The number and percent of participating administrators opted out by the LEA of the regular training program and participating in an **alternative course of professional development**.	✓	
▪ For those elementary and middle school administrators participating in an **alternative course of professional development** for Module 1, evidence of the administrator's participation in explicit training on instructional materials adopted by the State Board of Education in 2001 or later.	✓	
▪ For high school administrators participating in an **alternative course of professional development** for Module 1, evidence of the administrator's participation in explicit training on locally adopted, state standards aligned instructional materials.	✓	
▪ For administrators participating in an **alternative course of professional development** for Modules 2 or 3, evidence of the administrator's previous participation in training comparable in content and rigor to the standard training that the provider is offering.	✓	
▪ Evidence for each administrator participating in an **alternative course of professional development**, that the alternative course meets the AB 75 time requirements and covers content only in the AB 75 content areas.	✓	
▪ For each administrator participating in an **alternative course of professional development**, evidence of the assessment used to determine that the principal had already mastered a preponderance of the "desired participant outcomes" of Modules 1, 2, or 3, as applicable, for which the alternative course is designed.	✓	

*To the extent that the Local Educational Agency (LEA) participating in the program is the approved Training Provider for any or all of the modules, the responsibilities associated with those modules will be required of the LEA.

2002 Reading/Language Arts Adoption

[The State Board of Education adopted the Curriculum Commission's recommendations on January 9, 2002.]

These Programs Are Adopted		
Publisher	**Program Name**	**Grade Levels**
Glencoe/McGraw-Hill	The Reader's Choice	6-8
Glencoe/McGraw-Hill (Sopris West)	Language! A Literacy Intervention Curriculum	4-8
Hampton Brown	High Point (2 or more grade levels below grade)	4-8
Hampton Brown	High Point (Reading Intervention for English Learners)	4-8
Holt, Rinehart and Winston	Literature and Language Arts	6-8
Houghton Mifflin Company	Houghton Mifflin Reading: A Legacy of Literacy	K-6
McDougal Littell	Reading & Language Arts Program	6-8
Prentice Hall	Prentice Hall Literature: Timeless Voices, Timeless Themes	6-8
Scholastic	READ 180	4-8
SRA/McGraw-Hill	SRA/Open Court Reading	K-6
SRA/McGraw-Hill	SRA/Reach Program	4-8
Wright Group/McGraw-Hill	Fast Track Reading Program	4-8

2001 Mathematics Adoption

[The State Board of Education adopted the Curriculum Commission's recommendations on January 10, 2001.]

These Programs Are Adopted		
Publisher	**Program Name**	**Grade Levels**
CSL Associates, Inc.	Success with Mathcoach	K-5
Harcourt School Publishers	Harcourt Math @ 2002 [w/Spanish as Alternate Format K-6]	K-6
Houghton Mifflin Company	Mathematics by Houghton Mifflin	K-5
McDougal Littell Inc.	Concepts and Skills	6-8
McDougal Littell Inc.	Structure and Method	6-8
McGraw-Hill School Division	McGraw-Hill Mathematics [w/Spanish as Alternate Format K-6]	K-6
Prentice Hall, Inc.	Prentice Hall Pre-Algebra, CA Ed.	7
Prentice Hall, Inc.	Prentice Hall Algebra 1, CA Ed.	8
William H. Sadlier, Inc.	Progress in Mathematics CA Ed.	K-6
Saxon Publishers, Inc.	Saxon Math K-3, An Incremental Development [w/Spanish as Alternate Format K-3]	K-3
Saxon Publishers, Inc.	Math 54, 65, 76, and 87	3-6
Scott Foresman	Scott Foresman CA Mathematics	K-6

Attachment D
AB 75 LEA Online Program Proposal
For State Board of Education Approval

1. **General Requirements & Information**

LEA _____ County/District Code _ _ _ _ _ _ _

Charter School (Direct Funded)_____ County/District/School Code _ _ - _ _ _ _ _ _ _ _

Address _____ City _____ZIP Code_____

Program Contact _____ Title_____

Phone Number_____ E-Mail_____ FAX_____

2. **Assurances and Documentation**

   A. Program Description

   ☐ 1. Assure that the training program (Institute and Follow-Up Practicum) meet specifications identified in the Education Code, paragraphs, 1-6 of subdivision (a) of section 44511.

   B. Target Schools and Audiences

   ☐ 1. Assure that principals from "low-performing schools" and "hard-to-staff" schools are given priority to receive training.

   ☐ 2. Assure that the LEA will designate which principals will participate.

   ☐ 3. Assure that all participants are required to complete the minimum time requirements of the Institute training (80 hours) and the Follow-Up Practicum (80 hours) within a two-year period.

   C. Expenditure Plan

   ☐ 1. Indicate the number of principals and vice principals to be trained each year under a three-year expenditure plan. (LEAs shall receive $3,000 per school site administrator for training up to one-third of their principals and vice principals in FY 2001-02, one-third in FY 2002-03, and one-third in FY 2003-04. Funding for FY 2002-03 and FY 2003-04 is contingent upon approval of the state budget.

   ☐ 2. Assure sources of matching funds for principals and vice principals trained. (Districts are required to provide $1,000 in matching funds per school site administrator trained. The Bill and Melinda Gates Foundation will provide $1000 in matching funds for each principal trained and up to $500 for each vice principal trained based on overall participation in the program.

   ☐ 3. Assure that the LEA will maintain auditable fiscal records.

AB 75 Three-Year Expenditure Plan (LEAs will enter information online and funding amounts will automatically calculate)

Administrator Name and Type	Number Trained	Proposed Three-Year Expenditure Plan $3,000 per participant	Year 1 FY 01-02	Year 2 FY 02-03	Year 3 FY 03-04	Gates Matching Funds $1,000 per Principal	Year 1 FY 01-02	Year 2 FY 02-03	Year 3 FY 03-04
Principals		Number principal x $3,000 =	$	$	$	Number principals x $1,000 =	$	$	$
Vice Principals		Number vice principal x $3,000 =	$	$	$	Up to $500 x number vice principals =	$	$	$
Total Trained		**Total AB 75 Funding**	$	$	$	**Total Gates Funding.**	$	$	$

   D. Evaluation and Reporting

   ☐ 1. Assure that the LEA will provide data for the CDE and SBE interim and final reports, and maintain records as listed in Attachment A.

   ☐ 2. Assure that formal agreements between LEA and provider(s), if applicable, include a plan to meet CDE and SBE reporting requirements.

   E. Training Agreements and Partnerships

   ☐ 1. Assure that the LEA uses only SBE approved training providers for the initial Institute and Follow-Up Practicum.

   ☐ 2. Indicate plans to continue ongoing school site administrator professional development.

   Check all that apply: ☐workshops and conferences ☐ coaching and mentoring ☐ discussion boards

   ☐ on-line training   ☐ e-mail communication   ☐ other (explain)

(Note: No actual signature will be entered or submitted on a hard copy form. The LEA will certify online through an assigned LEA user name and password provided in the LEA application information which will be mailed to districts.)

Certification

I hereby certify that our LEA (School district, county office, charter school) will comply with all provisions of AB 75 and assurances agreed to in the AB 75 LEA Program Proposal Form.

_____
Name of Local Education Agency

_____
Printed name of superintendent

_____   _____
Signature of Superintendent   Date

AB 75 Principal Training Program
California Department of Education
Professional Development Division
830 S Street
Sacramento, CA 95814

AB 75 Provider Application Form
for State Board of Education Approval

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1. General Requirements & Information

Provider Organization _____ (NAME)	California LEAD Representative _____ (NAME, TITLE)
Please indicate type of organization: ❏ LEA or Public Agency ❏ Non Profit Organization ❏ Private or For Profit Organization ❏ Other (please describe)	Address _____ City _____ Zip Code _____ Phone Number _____ Fax: _____ E-Mail: _____ Website: _____

Service Modules: Indicate which training service modules and content areas that your organization will provide, for both the initial institute and the Follow-up Practicum. If the follow-up needs and supporting activities are not clearly identified at this time, please indicate these as preliminary for purposes of this approval process.

❏ MODULE 1 - Leadership and Support of Student Instructional Programs (for Content Areas 2, 3, 4):
  Area 2   Core academic standards
  Area 3   Curriculum frameworks and instructional materials aligned to the academic standards
  Area 4   The use of pupil assessment instruments, specific ways of mastering the use of assessment data from the Standardized Testing and Reporting Program, and school management technology to improve pupil performance

❏ MODULE 2 - Leadership and Management for Instructional Improvement
  Area 1   Exemplary school financial and personnel management practices

❏ MODULE 3 - Instructional Technology to Improve Pupil Performance
  Area 5   The provision of instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance

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A. Program Description

❏ 1. Is committed to AB 75 Content Area Goals and requirements.

❏ 2. Will collaborate with LEAs and/or other partners, as necessary, to deliver professional development.

❏ 3. Will ensure that Module 1 is congruent and consistent with AB 466 professional development efforts.

B. Training Curriculum

❏ 1. Have attached the instructor's training manual for the basic curriculum that includes a timed agenda and all materials to be used.

❏ 2. Have developed a training curriculum that meets a preponderance of the established guidelines and requirements.

C. Provider Qualifications and Expertise

❏ 1. Have attached the evidence of training experience, including: list of previous clients, type of training programs offered, and brief, narrative describing knowledge and expertise in relevant content areas.

❏ 2. Can give assurance of capacity to provide 3 years of training services.

❏ 3. Have attached a description of the lead training provider(s) and all subcontractor provider partners and included resumes for these persons.

❏ 4. Have attached description of instructor certification process, including: 1) qualifications required of instructors; 2) description, and number of days, of training provided to instructors; and 3) your ongoing quality control process to maintain effectiveness of instructors.

❏ 5. Have described anticipated trainers and/or mentors to provide Follow-up Practicum and ongoing support for AB 75 content area(s).

D. Training Method and Delivery

❏ 1. Will collaborate with LEAs to plan implementation of training.

❏ 2. Will guarantee quality training setting and delivery, including: total class size typically will not exceed 55 participants, with 1 instructor for up to 24 participants and 2 instructors for 25-35 participants.

❏ 3. Have estimated below the total number of authorized trainers available to deliver Institute training: _____ 2001-02 _____ 2002-03 _____2003-04

❏ 4. Have attached description of any distance learning technology used for the delivery of the Institute or Follow-up Practicum (only necessary if proposed by provider under special circumstances).

❏ 5. Will ensure that any technology on which participants will be trained, is practical, is available at the participant schools, is likely to be utilized by participants, and is related to the AB 75 Content Area goals.

* Please note: Technology should be integrated in all modules and in the delivery of training when appropriate.

E. Evaluation and Reporting

❏ 1. Will collect and organize participant information, attendance, and accomplishments.

❏ 2. Will survey participants on quality of instructors and content at end of training institute.

❏ 3. Will support LEA's and CDE's mandatory information needs as listed in Attachment A.

❏ 3. Will administer state-designated technology, pre- and post-assessment, to satisfy Bill and Melinda Gates Foundation Grant requirements.

F. Please Note: Provider maintains proprietary or copyright over its training curriculum as submitted for this state program.

RETURN COMPLETED PROVIDER PLAN TO:

Professional Development Office
830 S Street
Sacramento, CA 95814
ATTN: AB 75 Principal Trng Prgm

AB 75 Principal Training Program
Letter of Intent to Submit Application
to become a
State Board of Education Approved Training Provider

All interested local educational agencies, county offices of education, charter schools, institutions of higher education and other educational organizations intending to apply to become a State Board of Education approved training provider are encouraged to submit a letter of intent by **Friday, April 5, 2002** for the first application period or by **Friday, May 3, 2002** for the second application period. The letter of intent to submit application does not obligate the individual, agency, or Department of Education.
Enter information on the form below and FAX, mail or e-mail the letter to:

> **AB 75 Principal Training Program**
> **Professional Development and Curriculum Support Division**
> **California Department of Education**
> **830 S Street, Sacramento, CA 95814**
> **E-mail: pstevens@cde.ca.gov**

Applicant:	Program Contact:
CDS Code (LEA):	Title:
Address:	Telephone:
City:	FAX:
Zip:	E-mail:

Indicate which training service modules and content areas your organization will provide for both the initial institute and the Follow-Up Practicum.

☐ **Module 1 – Leadership and Support of Student Instructional Programs**

AB 75 Content Areas
Area 2   Core academic standards.
Area 3   Curriculum frameworks and instructional materials aligned to the academic standards.
Area 4   The use of pupil assessment instruments, specific ways of mastering the use of assessment.
          data from the Standardized Testing and Reporting Program, and school management technology
          to improve pupil performance.
Area 6   Extension of the knowledge, skills, and abilities acquired in the preliminary administrative
          preparation program that is designed to strengthen the ability of administrators to serve all pupils
          in the school to which they are assigned.

☐ **Module 2 – Leadership and Management for Instructional Improvement**

AB 75 Content Areas
Area 1   School financial and personnel management practices.
Area 6   Extension of the knowledge, skills, and abilities acquired in the preliminary administrative
          preparation program that is designed to strengthen the ability of administrators to serve all
          pupils in the school to which they are assigned.

☐ **Module 3 – Instructional Technology to Improve Pupil Performance**

AB 75 Content Areas
Area 5   The provision of instructional leadership and management strategies regarding the use of
          instructional technology to improve pupil performance.
Area 6   Extension of the knowledge, skills, and abilities acquired in the preliminary administrative
          preparation program that is designed to strengthen the ability of administrators to serve all pupils
          in the school to which they are assigned.